

**Tennessee Department of
Education**

Office of Coordinated School Health

Physical Activity/Physical Education

Annual Report

2015-16 School Year



Annual Physical Activity & Physical Education Report 2015-16 School Year

Valuing physical activity in schools is reflective of a long standing American tradition:

"Give about two (hours) every day to exercise; for health must not be sacrificed to learning. A strong body makes the mind strong."

Thomas Jefferson

The Office of Coordinated School Health is responsible for monitoring the implementation of T.C.A. § 49-6-1022:

(a) In accordance with § 49-6-1022, it shall be the duty of each LEA to integrate a minimum of ninety (90) minutes of physical activity per week into the instructional school day for elementary and secondary school students. Opportunities to engage in physical activity may include walking, jumping rope, playing volleyball or other forms of physical activity that promote fitness and well-being.

The Tennessee Department of Education's Office of Coordinated School Health (OCSH) works with every school district in the state to address all aspects of student health with special emphasis on reducing Tennessee's childhood obesity rates. Encouraging adequate physical activity and providing physical education for all students are one of the central tenets of the Coordinated School Health (CSH) model.

The CSH model is prevention focused. With prevention as the focus, our state's health costs will not rise as dramatically as projected as students age.

According to Robert Wood Johnsons' Trust for America's Health *The State of Obesity 2014* report, Tennessee has the fourth highest adult (**33.7 percent**) and fifth highest child/adolescent (**20.5 percent**) obesity rates in the United States (*Trust for American's Health*).

Coordinated School Health state grant funds are used by school districts to provide schools with physical activity/physical education equipment, physical activity/physical education curriculums, teacher professional development, walking trails, climbing walls, fitness rooms, and student fitness assessment systems/tools.

The Office of Coordinated School Health oversees state physical education standards as set forth in *Tennessee Curriculum Standards* and the *Tennessee Physical Activity Policy* (Tennessee Department of Education [TDOE], 2005).

U.S Physical Activity Guidelines for Children and Adolescents

According to the Centers for Disease Control and Prevention, **children and adolescents need 60 minutes (one hour) or more of physical activity each day.**

Aerobic activity should make up most of a child/adolescent's 60 or more minutes of physical activity each day. This can include either moderate-intensity aerobic activity, such as brisk walking, or vigorous-intensity activity, such as running. Children/adolescents should include vigorous-intensity aerobic activity at least three days per week.

Physical activity should include muscle strengthening activities, such as gymnastics or push-ups, at least three days per week as part of a child/adolescent's 60 or more minutes.

In addition, physical activity should include bone strengthening activities, such as jumping rope or running, at least three days per week as part of a child/adolescent's 60 or more minutes (*CDC Physical Activity Guidelines for Children, 2008*).

- ***Tennessee's physical activity law enables schools to supplement the one hour per day national recommendation by ensuring students receive at least 90 minutes per week of physical activity during the school day***

Positive Link Between Physical Activity/Physical Education and Academic Performance

According to the publication, *School-based Physical Activity, Including Physical Education, and Academic Performance* (Centers for Disease Control and Prevention U.S. Department of Health and Human Services, 2010), when children and adolescents participate in the recommended level of physical activity—at least 60 minutes daily—multiple academic benefits accrue. Substantial evidence shows physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes including enhanced concentration and attention and improved classroom behavior. Also, research indicates increasing or maintaining time dedicated to physical education may help, and does not appear to adversely impact, academic performance.

Specifically, this report states:

Physical education: Devoting time to physical education may have a positive relationship to academic achievement or may not negatively affect it. There are also favorable associations with cognitive skills and attitudes.

Physical activity breaks and activity offered throughout the day: Offering breaks for physical activity may be associated with decreases in classroom misbehavior, increases in cognitive functioning (including memory and concentration), and academic achievement.

Recess: Offering students recess has been associated with improved cognitive skills such as time on task, attitudes, and academic behavior. One study found that overall classroom behavior was better for students who had at least 15 minutes of recess every day.

Extracurricular activities: Providing extracurricular activities like intramural sports, interscholastic sports, and other physical activity outside of regular school time was found to have a positive association with academic performance, including higher grades and grade points averages, as well as lower high school dropout rates (*School-based Physical Activity, Including Physical Education, and Academic Performance*, Centers for Disease Control and Prevention Atlanta, GA: U.S. Department of Health and Human Services, 2010)

Another meta-analysis report, *Physical Activity and Performance at School: A Systematic Review of the Literature Including a Methodological Quality Assessment* (Angelika Singh et al.,

2012), links physical activity with academic performance. The authors conclude by stating, "According to the best-evidence synthesis, we found strong evidence of a significant positive relationship between physical activity and academic performance. The findings of one high-quality intervention study and one high-quality observational study suggest that being more physically active is positively related to improved academic performance in children" (Singh et al., 2012).

- ▶ ***Substantial evidence shows physical activity can help improve academic achievement (including grades and standardized test scores) as well as have an impact on cognitive skills and attitudes including enhanced concentration and attention and improved classroom behavior.***

Increased Student Physical Activity/Physical Education Leads to Better Health Outcomes

According to the Centers for Disease Control and Prevention, regular physical activity:

- ▶ helps build and maintain healthy bones and muscles;
- ▶ helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer; and
- ▶ reduces feelings of depression and anxiety and promotes psychological well-being. (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008).

Long-term consequences of physical inactivity include:

- ▶ overweight and obesity, which are influenced by physical inactivity and poor diet, can increase one's risk for diabetes, high blood pressure, high cholesterol, asthma, arthritis, and poor health status (Dietz, 2012); and
- ▶ increased risk for premature death, death by heart disease, and development of diabetes, colon cancer, and high blood pressure. (*Physical Activity Guidelines Advisory Committee Report*. Washington, DC: U.S. Department of Health and Human Services, 2008).

Tennessee Physical Activity Compliance Rates in Schools

During the 2015-16 school year, **96 percent** of all Tennessee school systems reported to the Office of Coordinated School Health that they were in compliance with the 90-Minute Physical Activity law for all students.

During the 2015-16 school year, **98 percent** of all Tennessee Elementary schools reported to the Office of Coordinated School Health that they were in compliance with the 90-Minute Physical Activity law for all students.

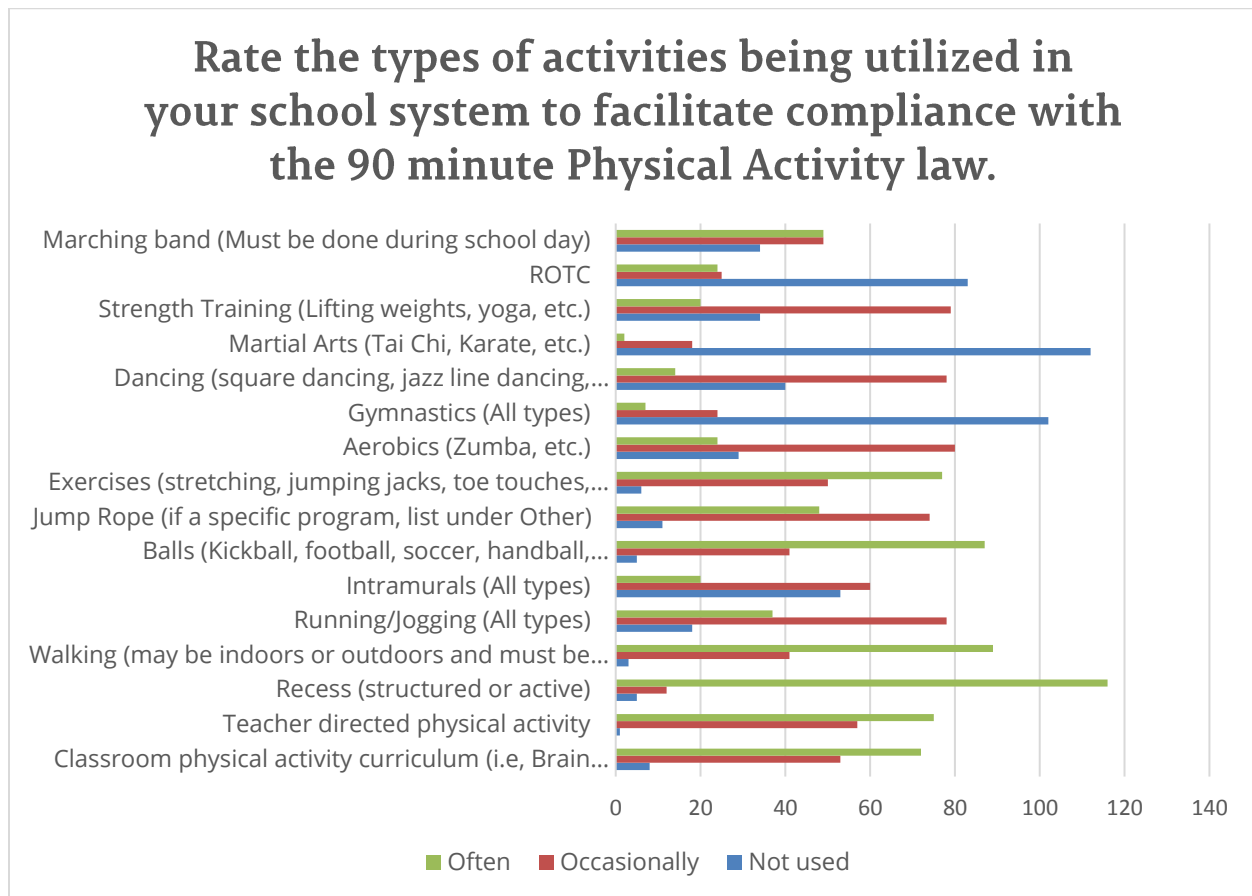
During the 2015-16 School year, **89 percent** of all Tennessee Middle schools reported to the Office of Coordinated School Health that they were in compliance with the 90-Minute Physical Activity law for all students.

During the 2015-16 School year, **70 percent** of all Tennessee High schools reported to the Office of Coordinated School Health that they were in compliance with the 90-Minute Physical Activity law for all students.

Of these school districts, **56 percent** report that their schools exceeded the minimum requirements of the 90-Minute Physical Activity law.

Types of Physical Activities Used in Schools to Meet the Physical Activity Requirement

The most common types of activities school districts reported as used most often in schools to meet the physical activity requirement were recess (**87 percent** of all school districts), walking either indoors or outdoors (**67 percent** of all school districts), and activities using balls (kickball, basketball, etc.)(**65 percent** of all school districts).

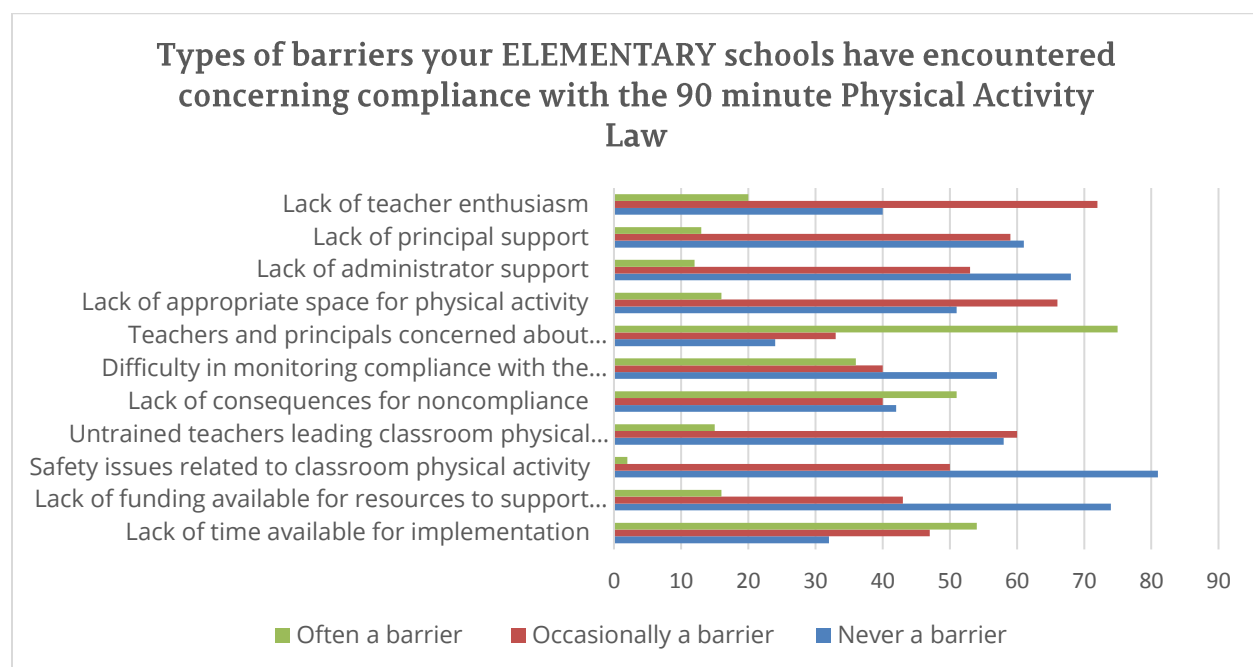


Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

Reported Barriers Inhibiting Compliance with Physical Activity Law by Type of School

Elementary School Barriers

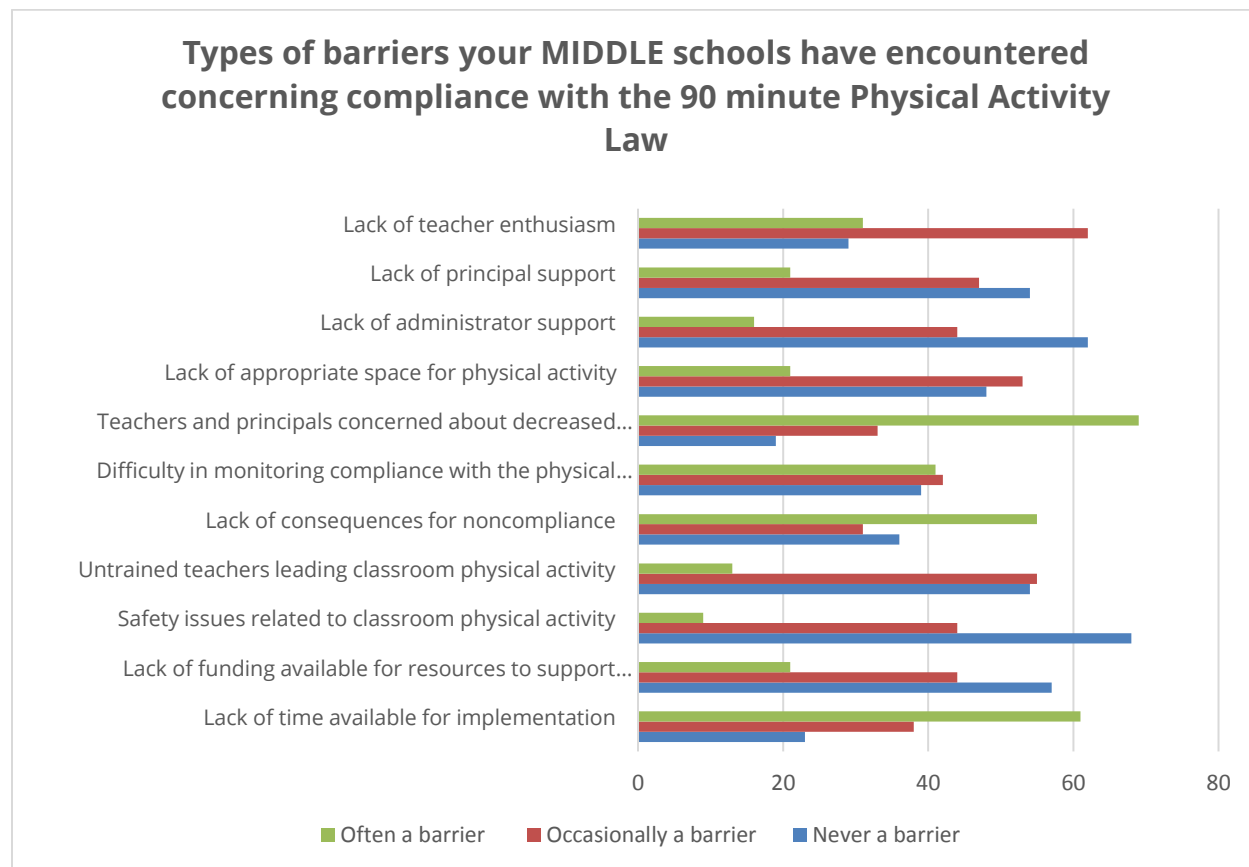
The most often cited barrier to implementing physical activity in elementary schools is teachers/principals concerned about decreased academic time (**75** school districts or **57 percent** of all school districts), followed by lack of time available for implementation (**54** school districts or **41 percent** of all school districts), and lack of consequences for non-compliance to the law (**51** school districts or **38 percent** of all school districts).



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

Middle School Barriers

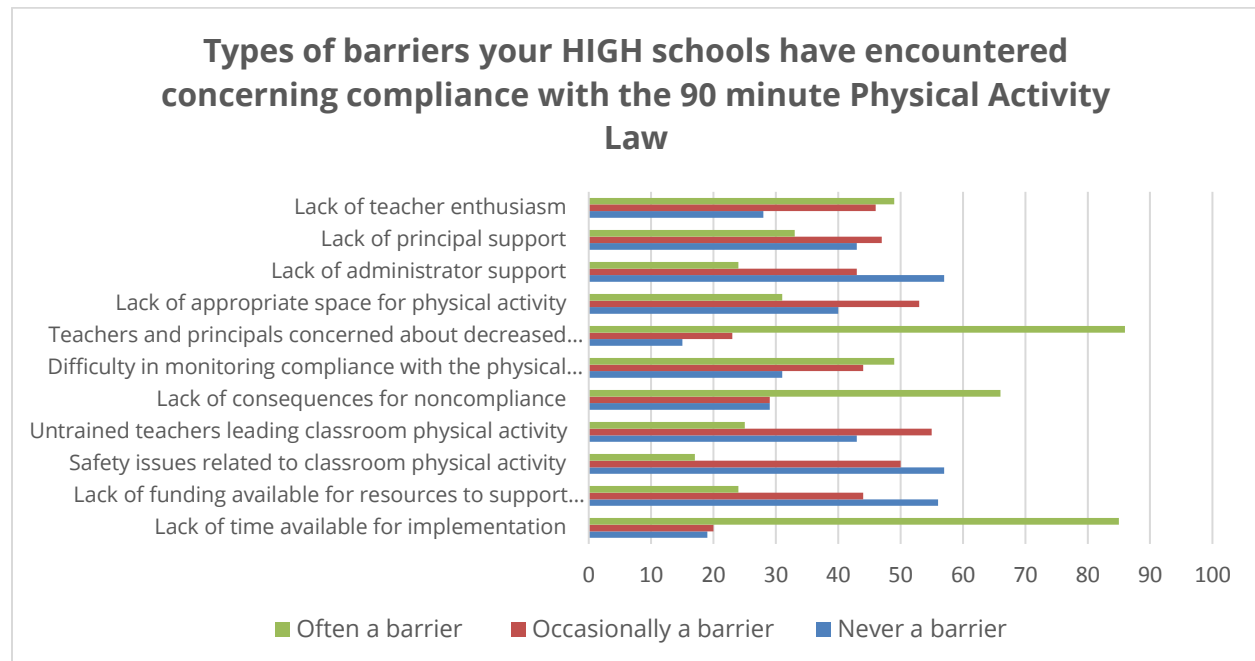
The most often cited barrier to implementing physical activity in middle schools is teachers/principals concerned about decreased academic time (**69** school districts or **57 percent** of all school districts), lack of time available for implementation (**61** school districts or **50 percent** of all school districts), and lack of consequences for non-compliance to the law (**55** school districts or **45 percent** of all school districts).



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

High School Barriers

The most often cited barrier to implementing physical activity in high schools is teachers/principals concerned with decreased academic time (**86** school districts or **69 percent** of all school districts), lack of time available for implementation (**85** school districts or **69 percent** of all school districts), and lack of consequences for non-compliance to the law (**66** school districts or **53 percent** of all school districts) .



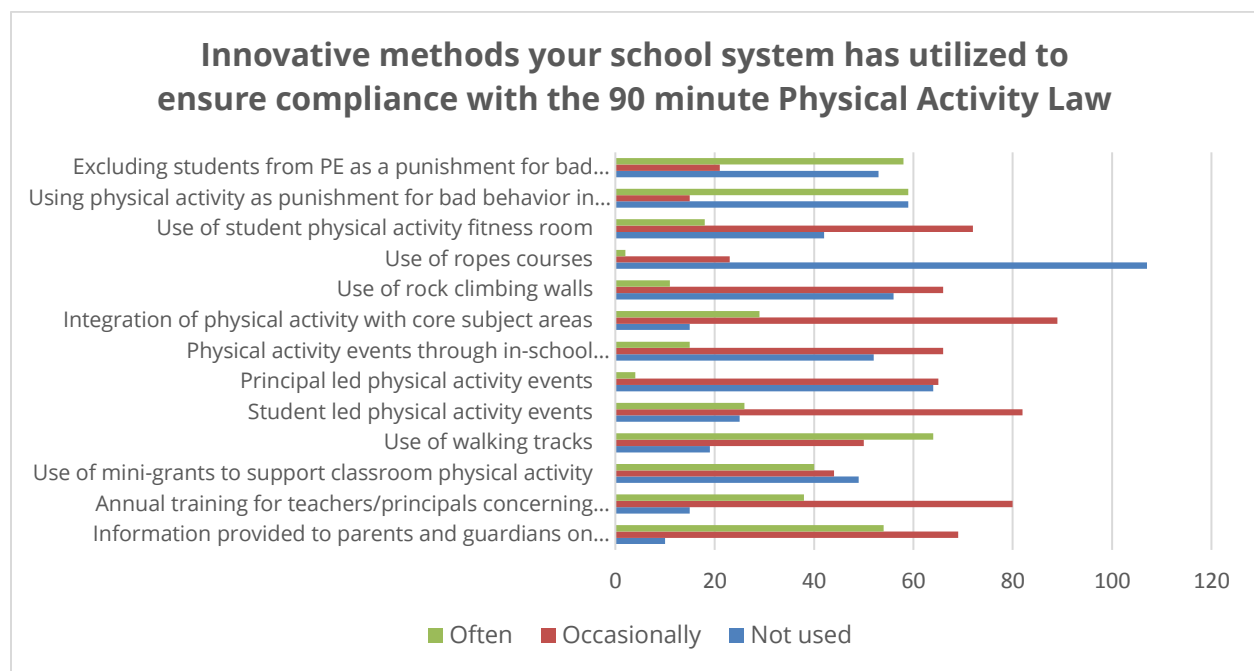
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

- ***The most often cited barriers to implementing physical activity in Tennessee schools are teachers/principals concerned about lack of time available for physical activity implementation, decreased academic time, and lack of consequences for non-compliance with the law.***

Innovative Methods Schools Use to Comply with the Physical Activity Requirement

During the 2014-15 school year, the most common types of innovative methods used by school systems to ensure compliance with the 90-Minute Physical Activity law were use of walking tracks (**64** school districts), physical activity information provided to parents/guardians (**54** school districts), and use of CSH grant funded mini-grants to support classroom physical activity (**40** school districts).

Additional innovative methods used by school systems include annual physical activity training for teachers/principals, student-led physical activity events, integration of physical activity with academics, and use of rock climbing walls and ropes courses.



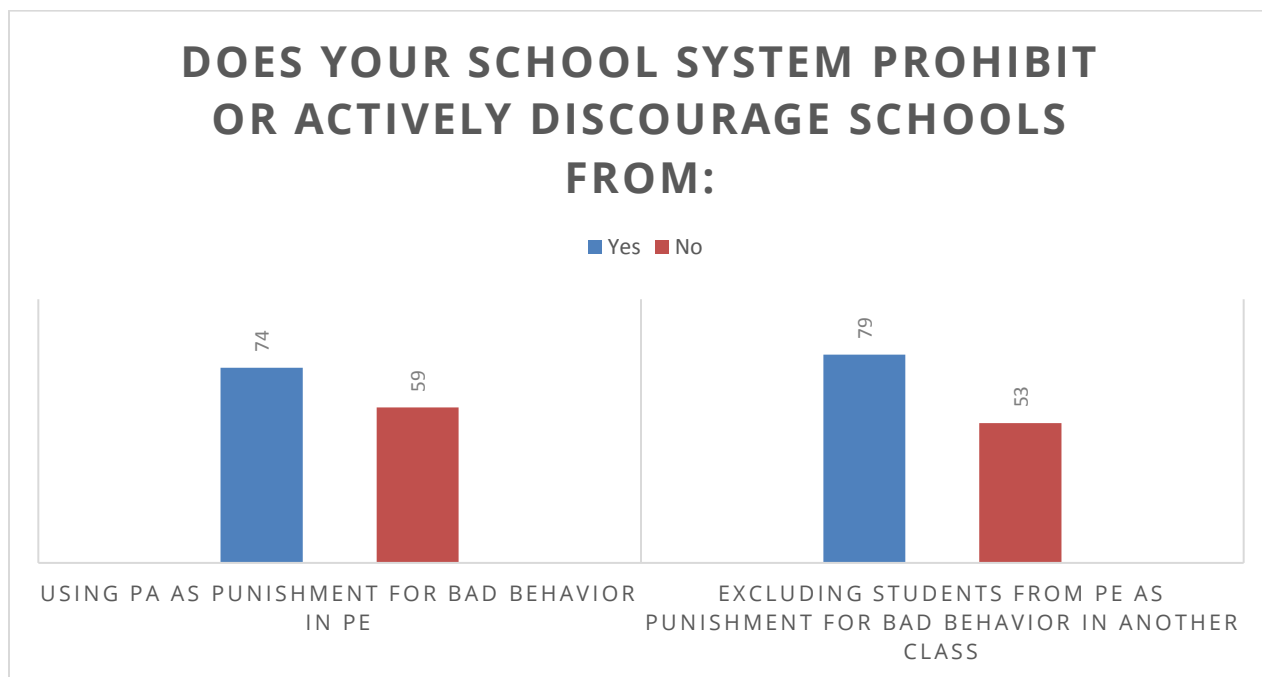
Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

- ***Since the implementation of Coordinated School Health in all Tennessee school districts during the 2007-08 school year, CSH school district coordinators have used CSH state or federal grant funds and/or community partners to provide 493 schools with walking tracks, 295 schools with in-school fitness rooms for students, and 361 schools with new and/or updated playgrounds.***

- ***During the 2015-16 school year, CSH school district coordinators received federal or state grants or worked with community partners to fund physical education and or physical activity efforts to the tune of \$1,321,025.***

School Districts Use of Denying Physical Activity, Physical Education or Recess As Punishment

When asked if your school system prohibits or actively discourages schools from using physical activity as punishment for bad behavior, **74** school districts out of **133** replied affirmative. Asked if school districts prohibit or actively discourage schools from excluding students from physical education classes as a punishment for bad behavior in another class, **79** out of **132** school districts replied affirmative.



Source: Tennessee Department of Education – Office of Coordinated School Health, Annual School District CSH Applications, June 2016

Professional Development Provided on Integrating Physical Activity in the Classroom

School districts reported an increase from 2014-15 (**852** schools) to 2015-16 (**948** schools) in the number of schools providing professional development to teachers so they could integrate physical activity in their classroom. This represents **56 percent** of all Tennessee public schools provided this type of professional development. Of these, **62 percent (636 schools)** were in elementary schools, **48 percent (159 schools)** in middle schools and **46 percent (153 schools)** in high schools.

Physical Activity and Physical Education in Tennessee Compared to US Rates

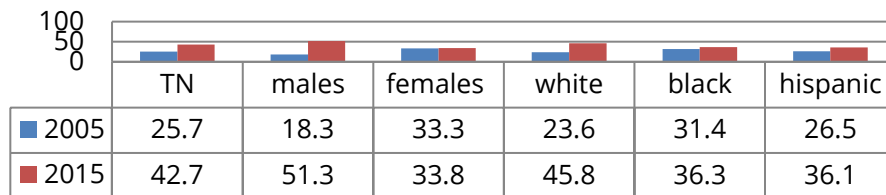
CDC Youth Risk Behavior Survey

In 1991 the *Center for Disease Control and Prevention* developed the Youth Risk Behavior Surveillance (YRBS) survey, a national survey system to monitor the prevalence of youth behavior that most influences health. The priority health risk behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults in the United States include tobacco use; unhealthy dietary behaviors; inadequate physical activity; alcohol and other drug use; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases including HIV infection; and behaviors that contribute to unintentional injuries and violence. High school students reported the following weighted YRBS data related to physical activity:

Percentage of High School students who were physically active for a total of at least 60 minutes per day on five of the past seven days

Between 2005 and 2015 the percentage of Tennessee students who reported being physically active for a total of at least 60 minutes per day on five of the past seven days substantially increased from **25 percent** to **42 percent**. Males reported a significantly higher rate of physical activity at **51 percent** compared to females who were at **33 percent**. White students reported the greatest amount of increase in this area increasing from **24 percent** in 2005 to **45 percent** in 2015. Both black and Hispanic students showed an increase on this measure from **31 percent** to **36 percent** and **26 percent** to **36 percent** respectively.

Percentage of High School Students who were physically active for a total of at least...



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who attended physical education (PE) classes daily in an average week when they were in school

The rate of Tennessee students reporting they attended daily physical education classes in an average week declined from **30 percent** in 2005 to **25 percent** in 2015. Males (**29 percent**) reported attending daily physical education at nearly the same percentage as females (**22 percent**); however, male students for the second time in two years experienced a sharper decline in participation from 2005 to 2015, decreasing from **34 percent** in 2005 to **29 percent** in 2015. The most significant decrease was reported by black students whose participation rate declined from **31 percent** in 2005 to **24 percent** in 2015. Hispanic students also had a decrease in this area from **35 percent** to **28 percent**.

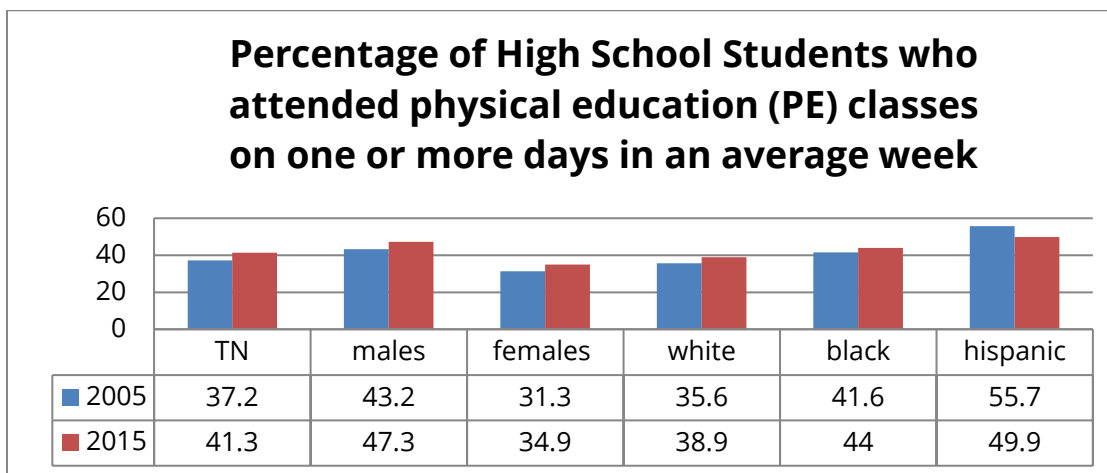
Percentage of High School Students who attended physical education (PE) classes daily in an average week



* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who attended physical education (PE) classes on one or more days in an average week when they were in school

Since 2005 the percentage of high school students reporting they attended physical education classes on one or more days in an average week when in school increased slightly from **37 percent** in 2005 to **41 percent** in 2015. Male students reported attending classes more than female students; however, females have increased in this area by **three percent** since 2005. Hispanic students have the highest percentage of participation over black and white students at **50 percent**.

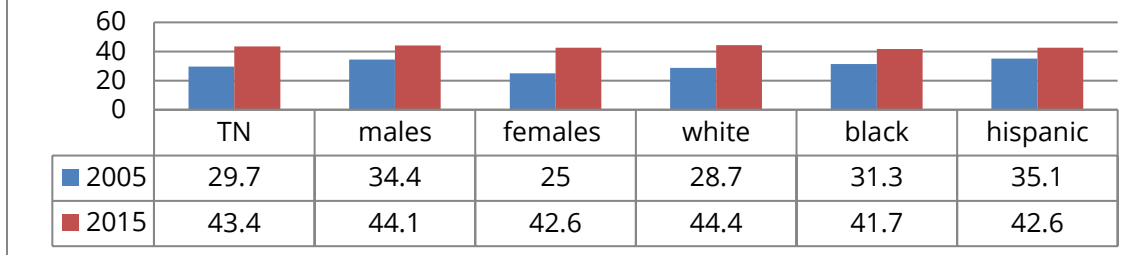


* Hispanic data was collected during CDC's 2007 YRBS survey administration

Percentage of students who played video or computer games or used a computer for something that was not school work three or more hours a day in an average school day

The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from **30 percent** in 2005 to **43 percent** in 2015. Male students (**44 percent**) were more likely to be engaged in this activity compared to female students (**43 percent**). Black students (**42 percent**) and Hispanic students (**43 percent**) reported lower rates than white students (**44 percent**). This behavior has an upward trend across all races and both sexes since 2005, suggesting that Tennessee students are increasing the amount of screen time daily.

Percentage of High School Students who played video or computer games or used a computer for something that was not school work three or more hours a day on an average school day

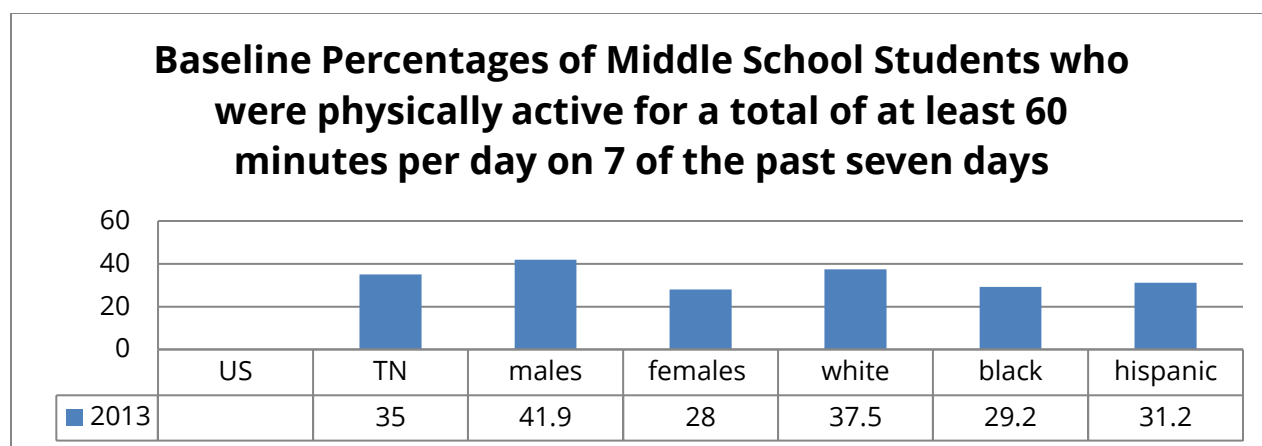


* Hispanic data was collected during CDC's 2007 YRBS survey administration

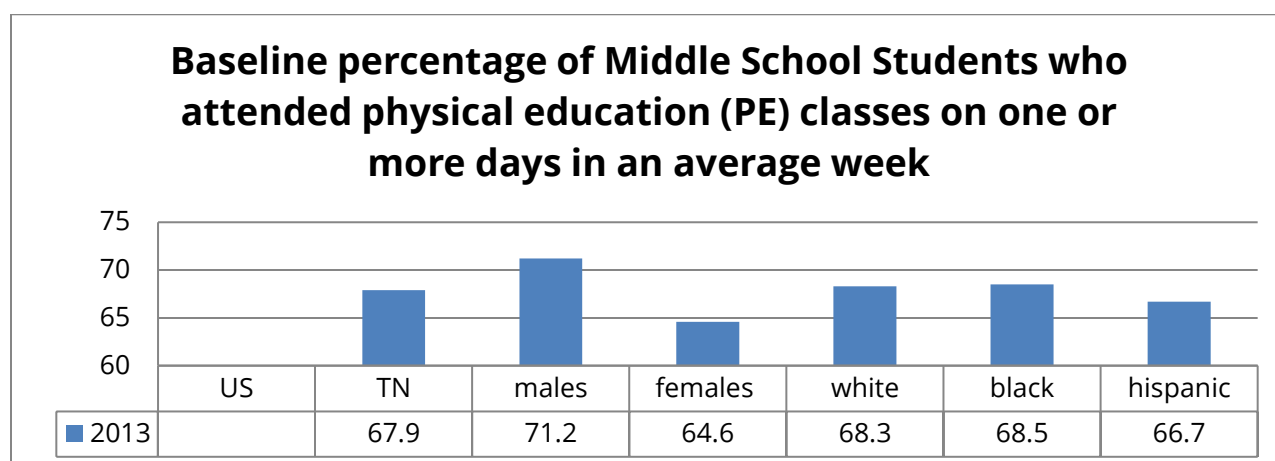
Middle School Data based on the 2013 Youth Risk Behavior Survey

The Office of Coordinated School Health for the first time conducted the Youth Risk Behavior Survey for Middle School utilizing the Center for Disease Control and Prevention's recommendations rather than conducting a census-based administration. It is important to note that at the time of this report, the CDC's Division of Adolescent and School Health (DASH) had not released United States averages. This procedure produced weighted results for statewide data. Due to this, all data reported are initial baseline measures.

Based on statewide weighted data collection, findings from the YRBS-MS item concerning how many students were physically active 60 minutes seven out of the past seven days yielded the following results. Males (**42 percent**) are more likely to be active daily compared to females (**28 percent**). Also, white students (**37.5 percent**) tend to be somewhat more active than their Hispanic counterparts (**31.2 percent**), while black students (**29.2 percent**) are the least likely to get 60 minutes of physical activity weekly.

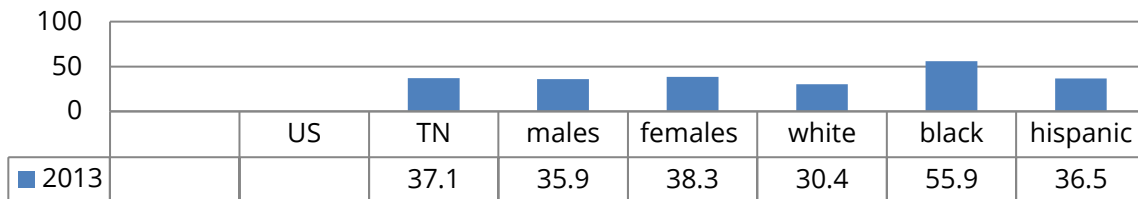


Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of Middle School students who attended Physical Education (PE) classes at least once a week yielded the following results. Males (**71.2 percent**) are more likely to attend PE classes daily compared to females (**64.6 percent**). Also very little variance exists across races when comparing black students (**68.3 percent**), white students (**68.5 percent**), and Hispanic students (**66.7 percent**) suggesting that all three races have equal access to participate in PE classes at least once a week.



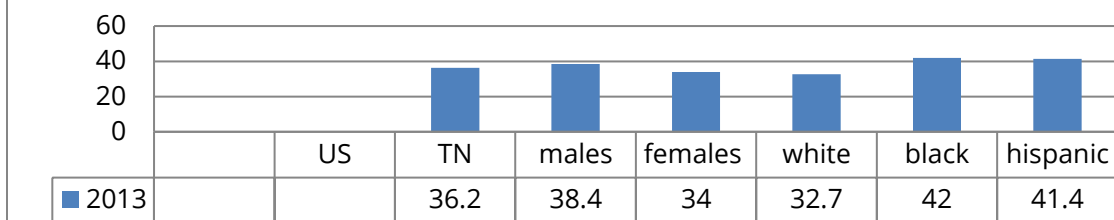
Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of Middle School students who watched three or more hours of TV on an average day, females (**38.3 percent**) are a bit more likely than males (**35.9 percent**) to watch three or more hours of TV daily. There exists variance among the races surveyed with black students (**56 percent**) being the most likely group to watch three or more hours of television. Hispanic (**36.5 percent**) students are somewhat more likely to view television for three or more hours with white students having the lowest percentage at **30.4 percent**.

Baseline percentage of Middle School Students who watched three or more hours of TV on an average day

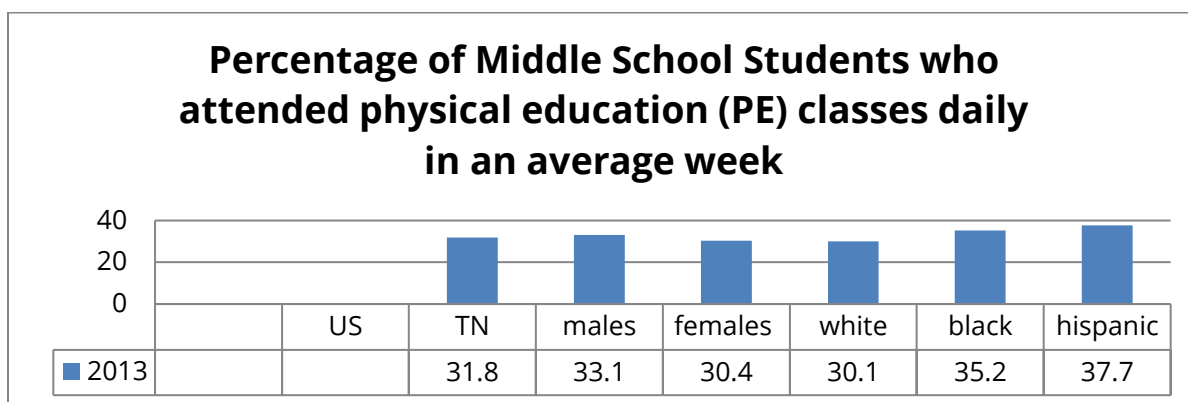


Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of Middle School students amount of screen time other than television was asked. Results showed that males (**38.4 percent**) and females (**34.0 percent**) are nearly equivalent with males being somewhat more likely than females to play computer / video games for three+ hours a day. Some variance exists across races. Black student (**42 percent**) and Hispanic student (**41.4 percent**) percentages nearly match and are approximately ten percentage points higher than their white counterparts (**32.7 percent**).

Baseline percentage of Middle School Students who played video or computer games or used a computer for something that was not school work three or more hours a day on an average day



Based on statewide weighted data collection, findings from the YRBS-MS item concerning the percentage of Middle School students who attended a physical education class daily showed that males (**33.1 percent**) were slightly higher in their percentage than females (**30.4 percent**) to have daily PE. Hispanic students (**37.7 percent**) were the most likely of the races surveyed to have daily PE, with black students (**35.2 percent**) being somewhat lower and white students (**30.4 percent**) being the least likely of the cohorts to receive daily physical education.



Between 2005 and 2013 the percentage of Tennessee High School students who reported being physically active for a total of at least 60 minutes per day on five or more of the past seven days increased from 25.7 percent to 41.4 percent.

- **The percentage of Tennessee high school students who played video or computer games or used a computer for something not related to school work for three or more hours a day in an average school day increased from 30 percent in 2005 to 36 percent in 2013.**

CDC School Health Profiles Survey

CDC's *School Health Profiles* is a system of surveys assessing school health policies and practices in states, territories, and large urban school districts. *Profiles* surveys are conducted biennially among representative samples of middle and high school principals and lead health education teachers.

2016 Selected Physical Activity/Physical Education Data from School Health Profiles

Percentage of Secondary Schools that offered Physical Activity breaks outside of Physical Education during school day	70.4 percent
Percentage of schools that taught 13 key physical activity topics in a required course	66.2 percent
Percentage of schools in which those who teach physical education were provided with key materials for teaching physical education	86.2 percent
Percentage of schools that offered opportunities for all students to participate in intramural activities or physical activity clubs	66.3 percent
Percentage of schools in which children or adolescents used the school's indoor physical activity or athletic facilities for community-sponsored physical activity classes or lessons	58.6 percent
Percentage of schools that provided parents and families with health information to increase parent and family knowledge of physical activity	59.6 percent

Source: CDC School Health Profiles. Tennessee 2016

Physical Activity Law Compliance Rates Among Urban School Districts

Among Tennessee's eight urban school districts (districts serving 25,000 or more students), the rate of compliance with the 90 Minute Physical Activity Law is **91 percent** for the 2015-16 school year. **Two** out of **eight** urban school districts reported **100 percent** compliance for all schools in their district.

The eight urban school districts include Hamilton County Schools, Knox County Schools, Metropolitan Nashville Public Schools, Montgomery County Schools, Rutherford County Schools, Shelby County Schools, Sumner County Schools and Williamson County Schools.

Overall Summary and Recommendations

Schools play a pivotal role in their capacity to support the development of life-long habits of physical activity behaviors among their students. By developing and implementing physical activity policies and practices for students, schools can create environments supportive of not only the development of healthy American adults but also increase student academic outcomes. Therefore, CSH Coordinators, teachers, coaches, school administrators, and school district officials need to take a leadership role in implementing the following strategies in Tennessee schools.

CDC School Health Physical Activity Guidelines

The Centers for Disease Control and Prevention (CDC) synthesized research and best practices related to promoting physical activity in schools culminating in the development of several guidelines. The guidelines serve as the foundation for developing, implementing, and evaluating school-based physical activity policies and practices for students. (Sarah M., 2011)

Each of the guidelines is accompanied by a set of implementation strategies developed to help schools work towards achieving each guideline. To access the CDC strategies, click on the underlined text below.

After each strategy is a short vignette from Tennessee school districts illustrating how some Tennessee schools are already implementing national strategies.

Although the ultimate goal is to implement all guidelines in Tennessee, not every strategy will be appropriate for every school, and some schools, due to resource limitations, might need to implement the guidelines incrementally.

Use a coordinated approach to develop, implement, and evaluate physical activity policies and practices.

Kingsport City Schools

The Physical Activity policy was strengthened this school year. Physical activity was increased in both middle and high schools, and procedures about the withholding of physical activity as punishment or for academic reasons were reinforced. All schools are in full compliance with all components of the KCS Wellness Policy and Wellness Plan. All schools are also in compliance with the current 90 minute PAPE mandate, and all schools are planning for compliance with the new law to take effect in July. In an effort to support healthy, active lifestyles, all schools are offering before, during, and after school physical activity opportunities for students. Concerning in-school physical activity, KCS students logged over 1.3 million minutes of GoNoodle usage during this school year. Our system is also actively embracing a kinesthetic classroom design with many classrooms now switching to movement chairs, stand up workstations, and active learning labs.

Establish school environments that support physical activity.

Oak Ridge School System

Reducing childhood obesity is one of the biggest battles we face in the area of Coordinated School Health. ORS is doing many things to help combat this chronic health issue. We understand that a healthy student learns better, and we strive daily to make this a priority. We work hard to provide various activities for the students, parents, and families to attend throughout the school year. We hosted walking/running events this year and they were both a huge success. Through our amazing partnerships, both of these events (Turkey Trot & ORS 5K) were free for all Oak Ridge School students pre-K through 12th grade. At each of these events, we offer educational materials free of charge for parents and attendees.

We have also worked hard to survey teachers to see how many are implementing physical activity into their classrooms. With GoNoodle being free for all K-5 teachers, physical activity in the elementary schools has skyrocketed. Our K-5 students throughout the Oak Ridge School System participated in 789,880 minutes of physical activity (through the GoNoodle program/grant) in the classroom. We continue to communicate the direct correlation between the brain and movement to all of our educators and also continue to provide professional development opportunities for them to learn how to implement physical activities in their classrooms. All of our schools, except the high school, are above compliant with the 90 Minutes of Physical Activity Law and this is recorded and filed each semester.

Implement a comprehensive physical activity program with quality physical education as the cornerstone.

Crockett County Schools

This year Crockett County Coordinated School Health partnered with the Crockett County Chamber of Commerce to implement the Three Star Grant which focused on eighth grade childhood obesity rates. We were awarded \$10,000 and used the funds to integrate technology into the gym/PE classes. We purchased a large mounted screen, projector, iPads, and a digital sound system with cordless microphones to help with integrating fitness programs with sixth, seventh, and eighth grade students. We will also purchase the Go Fit Program that utilizes a computer program with sensors (e.g., FitBit) to measure student aerobic fitness while completing fitness activities in physical education class. We also encouraged all elementary teachers to utilize GoNoodle in their classrooms as a tool to help with our efforts to increase physical activity.

Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for lifelong physical activity.

Warren County Schools

Warren County Middle School received a Shape the State grant. Shape the State grants are valued at \$10,000 and bring the SPARK physical education curriculum along with teacher training and hundreds of pieces of equipment to winning schools. In addition, the schools get \$1,000 to spend as they wish on wellness projects. PE teachers at Warren County Middle School provide PE to all students every day. Their goal is to make sure that all kids are active through cooperative learning, competitive learning, and learning lifelong skills. The grant was a huge asset to a school in need of new equipment for teachers who are eager to provide positive, successful, and fair activities and lessons for their students. This grant provided quality physical education programming to 900 students. We were notified that we have received the TN Department of Health Project Diabetes grant for the upcoming school year to address obesity and physical activity. The grant will begin the 2016-17 school year by providing under desk cycles for all 6th grade reading classrooms at Warren County Middle School to be used 3 days per week by students during their DEAR reading time. By the 2017-18 school year, the cycles will be in all sixth grade reading classrooms county wide.

All seventh grade students (505 students) countywide received a nutrition lesson during their health education/abstinence week this year.

Pre-K Students at Dibrell Elementary participated in the *Eat, Play, Grow* curriculum through the Warren County Health Department's PPI program. This is a ten lesson evidence-based curriculum to encourage healthy food choices and physical activity. The program rotates

through the county Pre-K classrooms and will expand to two classrooms for the next school year.

GoNoodle sponsored by Blue Cross Blue Shield of Tennessee has been utilized in our system. We have 86 active users with an average of 9.4 added active minutes per day per classroom; during the month of April students completed 68,165 minutes of physical activity using GoNoodle.

Provide students with health, mental health and social services to address physical activity and related chronic disease prevention.

Lincoln County Schools

Physical health is part of the foundational base of student success. We are proud that we provide more than the minimum of physical activity that is required. Our K-9 students receive 90+ minutes of physical education provided by a certified PE teacher each week. Our high school students receive their physical activity in 10-minute physical activity breaks during each 90-minute class block. Also, at the high school level there is a high number of students enrolled in the variety of P.E. classes offered. We have five full-time PE teachers for high school and ten full-time P.E. teachers for elementary schools. As we continue to build the foundation of student health, we offer second breakfast at the high school and breakfast in the classroom at three elementary schools. In an effort to bridge the gap for hungry children, we have the Backpack of Blessing (BOBs) program that provides food for needy children on weekends.

Mental Health, social/emotional health, and safety are also important in our district while building a strong foundation for student learning. CSH provides professional development to classroom teachers on the importance of recognizing the signals that may indicate that a student is in a mental or emotional crisis. We have established protocols that quickly put a plan in place for students in or on the verge of crisis. Our protocol is to convene a STAR Team (student/teacher at risk team). This team functions as a threat assessment and as a planning team for students with mental issues, students returning from state custody, and potentially any student that is not achieving success at school. Also in our district, we have full implementation of the Olweus Bullying Prevention Program (OBPP). One of the most important aspects of the OBPP is the use of bimonthly class meetings. By allowing students to be a part of the dialogue in class meetings, teachers are able to recognize and respond to student concerns. By responding to student concerns, teachers have the opportunity to be the lifeline for a student in crisis. We have also found that the class meetings also play a significant role in positive school climate. Another CSH component we are committed to is healthy school environment. School safety, positive school climate, and use of school resource officers (SROs) have been focus areas for Lincoln County. The Lincoln County Department of Education has two SROs. One is assigned to Lincoln County High School and the other rotates between the other seven schools. Additionally, we have developed a

program that allows the SRO to mentor students in Alternative School. The SRO develops a relationship with students that we hope will be a lifelong relationship of trust and respect. The SRO also works with the alternative school students to provide physical activity. CSH have provided the alternative school with equipment for a workout and exercise room. The SRO supervises the workouts and uses this time for relationship building. Another important aspect of healthy school environment is school safety. Professional development has been provided to faculty and staff about the importance of school safety plans and how the plan relates to the district plan. We have improved our protocols for threat assessment by using the STAR Team as an assessment team, and we have improved building security by safety audits and front entry re-evaluation. Lincoln County has strong partnerships with local law enforcement and emergency management.

Partner with families and community members in the development and implementation of physical activity policies, practices and programs.

Grundy County Schools

To increase physical activity, the SPARK kindergarten through second grade curriculum was purchased. This curriculum was implemented in all Grundy County Elementary Schools. An in-service training day was provided to all elementary physical education teachers on July 29, 2015. This program provides great ideas and expands teacher knowledge of the importance of music and movement, physical activity, and nutrition. Teachers were trained on a variety of strategies for ways to implement this program including lesson plans, resources, and technology.

Christine Hollifield, a physical education/physical activity specialist from the Office of Coordinated School Health provided high school teachers and administrators with in-service training. These teachers and administrators were presented research-based data on the importance of physical activity in the classroom environment. The educators participated in brain breaks activities that they can integrate into their daily classroom culture. Educators can use these brain break activities to meet the required 90 minutes of physical activity specified in the PAPE guidelines.

Two elementary schools have incorporated archery in the physical education classes for seventh and eighth graders. This activity has been successful in these physical education classes. Grundy County Schools plan to incorporate this program in all elementary schools and the high school.

Elementary PE teachers are utilizing the SPARK curriculum in their physical education lessons.

Coordinated School Health partnered with the Grundy County Health Council to provide a community wide event to inform citizens about health risk issues. This event, Back to School Bash, was held on July 20, 2015 at the Grundy County High School. Three hundred twenty six students and two hundred ten parents participated in this county wide event. It offered information about physical activity, nutrition, immunizations, diabetes, and stress management.

At the Grundy County High School basketball game on Friday, Jan. 15, 2016, CSH joined with the Grundy County health educator and coordinator for Grundy Safe Communities Coalition to provide information and materials about the health risks of tobacco use and its effects to students, parents, and community stakeholders.

Provide a school employee wellness program that includes physical activity services for all school staff members.

Metro Nashville Public Schools

We continue to focus on Staff Wellness in our district and collaborate with MNPS Department of Employee Benefits, who is working with teacher health claim and retention data to examine the links between teacher overall health, student test scores, and teacher retention statistics. We hosted a Fitness Friday event for all staff at our main Central Office location quarterly throughout this school year. We hope that events like this not only promote staff wellness, but also help district staff see the importance of health and wellness for our students and school staff so that they may be supportive of health initiatives at our school sites. We began a fitness DVD library checkout program for staff to lend workouts from our office. We are also in the beginning phase of introducing the Streaks for Small Starts app to our staff.

Employ qualified persons and provide professional development opportunities for physical education teachers as well as staff members who supervise recess, cafeteria time and out-of-school-time.

Jackson-Madison County Schools

The Jackson Madison County School System Coordinated School Health Department strives to create a healthier school environment in each of the 27 schools. The goal is to offer more opportunities for increased physical activity during the school day, high quality physical education classes, healthy foods served in and out of the classroom, and comprehensive health education. Some of our efforts to increase daily physical activity include the use of the web-based GoNoodle fitness program. This program is funded through a grant with Blue Cross Blue Shield of Tennessee. Students and teachers alike are enjoying this energetic educational tool to get up and move during the school day. Our students had a total of 974,865 minutes using GoNoodle this past school year. This is an

excellent tool to connect health and academics. One of the main goals for CSH is to decrease the prevalence of obesity in our students. We are seeing some growth in this area. CSH was fully implemented into our district during the 2008-09 school year, and our BMI data revealed that 46.6 percent of our student population was either overweight or obese. The 2014-15 data reveals we have made great strides; the current rate is 42 percent. This is a 6.6 percent decrease, which is significant. We attribute this achievement to the strong partnerships that have aligned with the goals of CSH. This is a work in progress but we are proud of the accomplishments made thus far.

Conclusion

Implementing and sustaining school-based physical activity policies and programs will make a powerful contribution toward a healthy future for students in Tennessee. By adopting these guidelines, schools can ensure all students have the opportunity to attain their maximum educational potential and pursue a lifetime of good health.

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